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ABSTRACT

The presentation explores the efficiency of the Moulton-Blake managerial Grid as the theoretical base for a decision simulation focusing on the leadership styles practiced by elementary principals. Three decision areas--organization, curriculum, and interpersonal relations--are identified as key areas in which elementary principals are expected to provide or foster leadership. Through heightened awareness of their typical leadership styles, principals can become more skillful decision-makers. The presentation describes the theoretical framework for a simulation game, The Elementary School Principal Game. It documents the research process by which critical incidents and alternate solutions were identified. In addition it reports the results obtained from workshops that used the alternative decision simulation. (Author)

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GAUGING THE ELEMENTARY PRINCIPAL S MANAGERIAL STYLE:

THE PRINCIPAL GAME

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AERA, Apr. 1976

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Within the bureaucracy of a given elementary school, there exists a key individual who sets the decision-making pattern for that school. In most cases that individual is the principal. The pattern of decisions made, climactic and mundane, represent the principal's leadership style.

The principal's position is inherently political. He is constantly confronted with decisions reflecting or establishing school and personal policy, institutional goals, and the allocation of social values and costs. Descriptive and normative writings on the principalship indicate that elementary principals are generally unaware of their pivotal role in the school's decision-making process. Two factors may account for this phenomenon: (1) an effective leadership style which has not evolved to a level of consciousness for systematic implementation; and (2) a strategy of decisions which is largely undifferentiated.

What appears to be needed is substantial "middle range" theorizing. Its purpose would be to translate normative behaviors associated with effective managerial decision-making into a practicable style of "enlightened" administration.

What this paper posits is an example of such middle-range theorizing, an alternative decision simulation. It represents a first approximation; i.e. work in progress. Implicit in the conceptual framework of the simulation are the following objectives:

(1) To increase the principal's awareness of the nature of political decision-making.

(2) To increase the principal's awareness of his/her personal leadership style as manifested by decision priorities.

(3) To improve the principal's decision-making skills through the use of such pre and in-service materials as alternative decision simulations.

THE NATURE OF POLITICAL DECISION-MAKING:

The method of decision-making employed by principals may be characterized by what Braybrooke and Lindblom describe as disjointed incrementalism.[1] The application of this principle has been adapted to educational decisions by Wirt and Kirst.[2] They summarize the major features of disjointed incrementalism as:

(1) acceptance of the broad outlines of the existing situation with only marginal changes contemplated;

(2) consideration of only a restricted variety of policy alternatives, excluding those entailing radical change;

(3) consideration of only a restricted number of consequences for any given policy;

(4) adjustment of objectives to policies as well as vice versa;

(5) unwillingness to reformulate the problem as data become available;

(6) serial analysis and piecemeal alteration rather than a single comprehensive attack.[3]

In short, it is a highly defensible, public strategy which relies heavily upon its simplicity. Creative or innovative solutions are rarely considered. Change occurs marginally, if at all. Alternatives and consequences omitted from consideration are often as important as those included.[4]

The strategy of disjointed incrementalism leaves the principal, as the locus of organizational decisions, in a quandry. He must, on the one hand, perform the intellectual operation of decision-making while depending upon the behaviors of others to implement the decision. This implies a certain congruence between the principal's preferred goals and those of the implementers.

Organizational decisions, however, are the result of interrelated activities of other key actors. Some exert influence, directly or indirectly. Others are affected by the decision also directly or indirectly. For the principal, these key actors include parents, teachers, students, the school board, and the community in general.

Richard Snyder[5] underscores the effects of these interactions in summarizing the process of search, appraisal, and choice in organizational decision-making. He describes the intellectual operations inherent in decision-making as rarely residing within a single individual. Rather, they are distributed "among various individuals, groups, or agencies." Within their specialized roles, these actors may be "deciders, formulators of plans, policies, and action strategies, or influencers."

Mediating variables may affect the outcomes of group decisions, however. Relationships between and interactions among individuals as well as misunderstandings and impaired communications represent a sample of such variables. In addition, the social process characteristic of complex organizations, i.e. "bureaucratization of responses, conflict, accomodation, and motivations unrelated to

the tasks or goals of the organization" serves to further complicate the decision process.

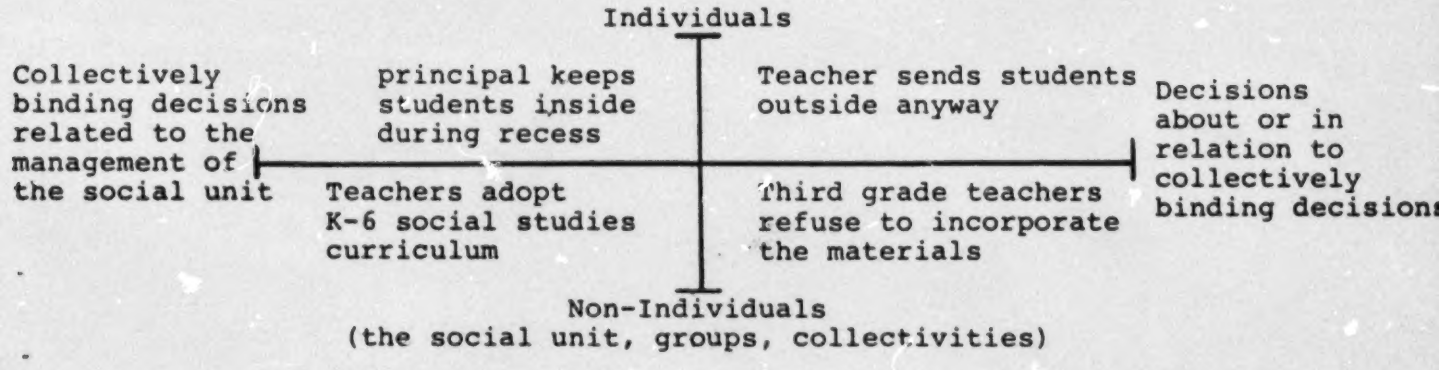
Because of the diffuse nature of the decision process in organizations such as the school, the principal's position becomes highly politicized. The decisions made by the principal on a given day may be grouped under two headings: political and non-political. Political decisions appear to have the greater effect upon defining the principal's leadership style. Hence, they require further explanation.

Political decisions fall under two categories:

> (1) Decisions about the management of a social unit which are designed to be collectively binding on the members of the unit.
>
> (2) Decisions made by members of a social unit about or in relation to collectively binding decisions regarding the management of the unit.[6]

A school is a social unit. When a principal decides to keep the students inside during inclement weather, it is a political decision. Likewise, when a teacher decides to send her students outside anyway, a political decision has been made. If the teachers decide to adopt a K-6 social studies curriculum sequence, they have made a political decision. However, if the third grade teachers refuse to incorporate these materials into their class, they are making a political decision. In the final analysis, the principal is held accountable for these decisions, and the manner in which they are handled reflect the style of leadership. The interrelationship may be seen in the following illustration.[7]

TYPES OF POLITICAL DECISIONS


Individuals
Collectively binding decisions related to the management of the social unit
principal keeps students inside during recess
Teacher sends students outside anyway
Decisions about or in relation to collectively binding decisions
Teachers adopt K-6 social studies curriculum
Third grade teachers refuse to incorporate the materials
Non-Individuals
(the social unit, groups, collectivities)

The Principal Game,[8] incorporated three areas which present the principal with occasions for political decisions: curriculum, organization, and interpersonal relations. Groups involved in these decisions included students, teachers, parents, and central office administrators. The alternatives reflected three essential types of political decisions: the creation and/or implementation of school or personal policy and institutional goals, and the shaping and sharing of social resources (welfare values--well-being, wealth, skill, enlightenment and deference values--power, respect, rectitude, affection).[9]

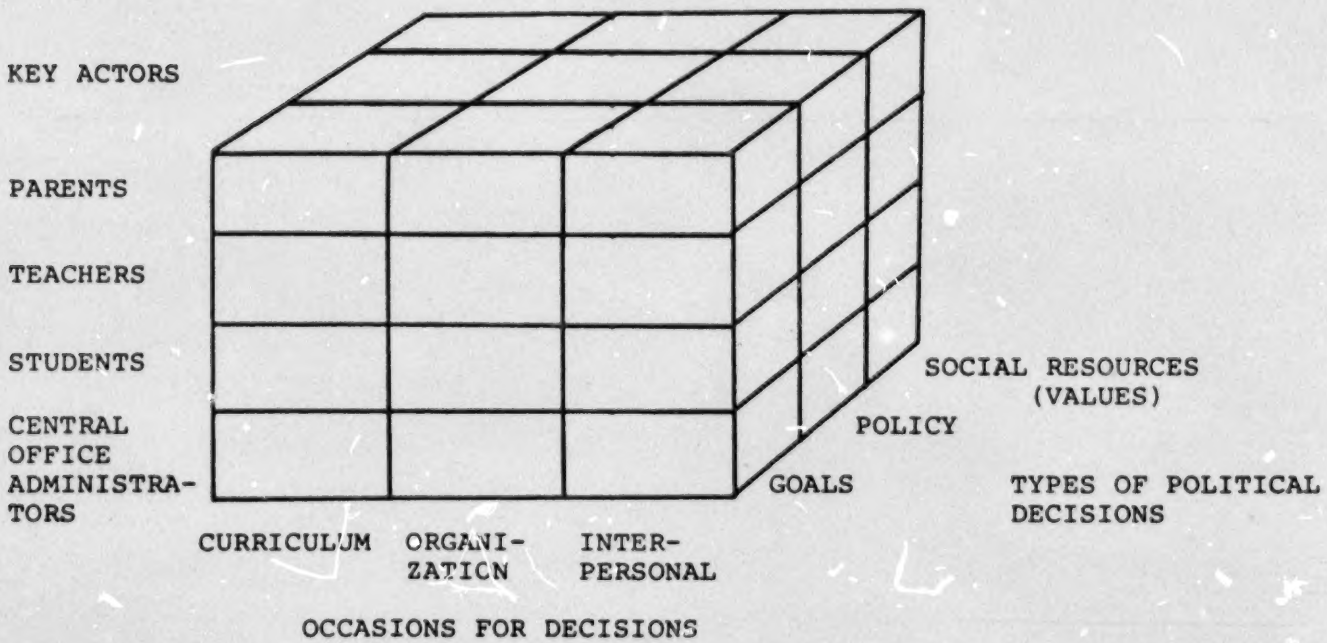
Overlap among areas existed in most incidents since "pure" examples are relatively rare in the principal's working environment. For example, an incident involving a teacher's reluctance to make home visits includes interactions among interpersonal relations, teachers and parents, personal policy, and the welfare and deference values of well-being and power.

In another case, a central office directive moving an effective teacher to a neighboring school involves both the organiza-

tion of the school and interpersonal relations with the teacher. The principal's decision must attend to the delicate balance between his/her position relative to the central office and also with respect to the teacher. Finally, the principal must justify the decision relative to the implementation of school district policy, the goals of the teaching staff, and the welfare and deference values of skill and respect.

The interface of the key variables within the game's incidents can be represented in the following figure:

FIGURE I



LEADERSHIP STYLE

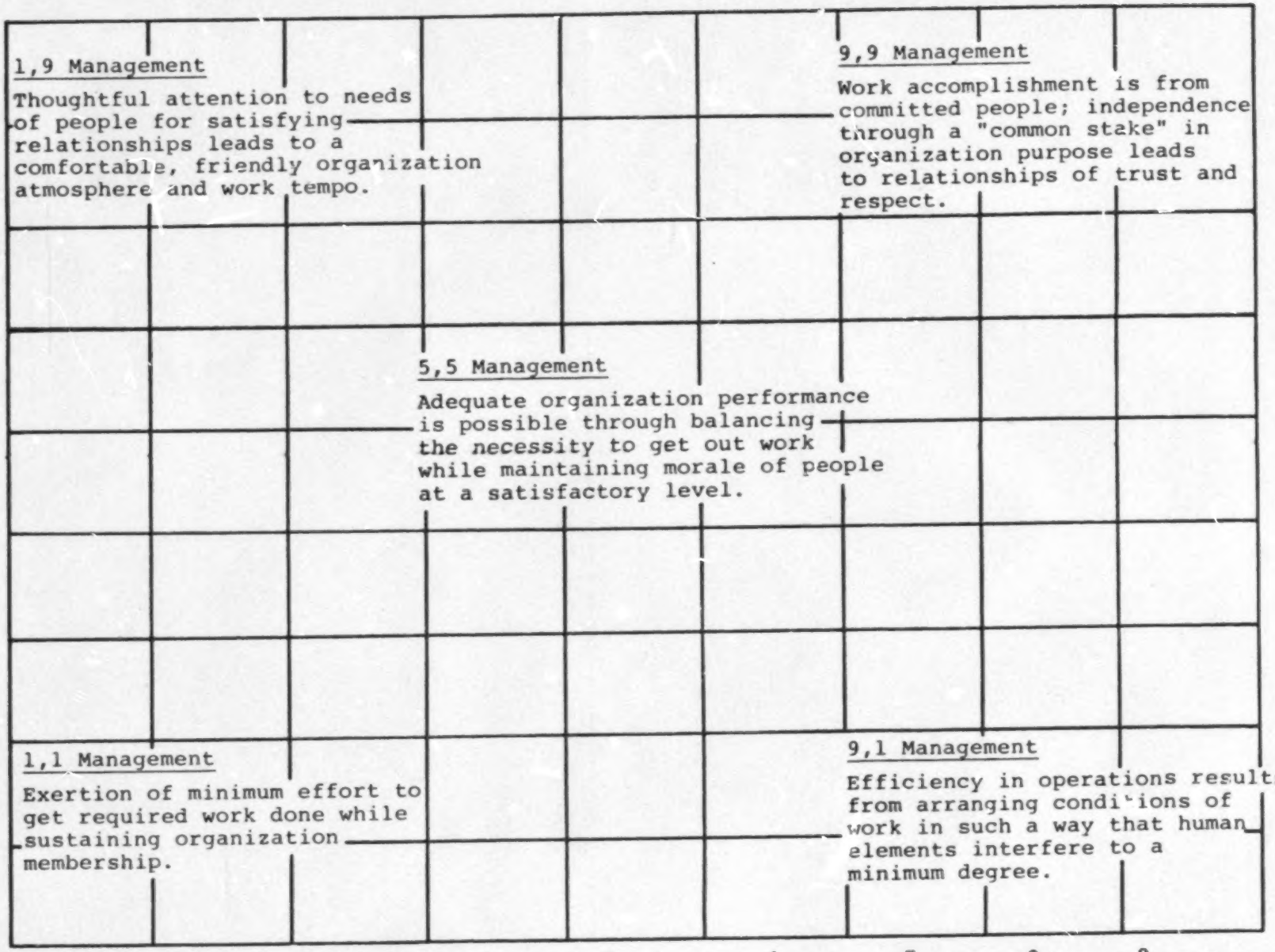
Contemporary writings on administrative and supervisory behavior stress two essential dimensions: the maintenance of the

organizational system and the welfare of the individuals involved. Sergiovanni and Starratt provide an excellent overview of these dimensions in their explication of McGregor's Theory X and Theory Y management, Halpin's consideration vs. initiating structure, and Getzel's and Guba's nomothetic vs. ideographic dimensions.[10]

While each of these theoretical constructs represents an efficacious approach to leadership behavior, for purposes of alternative decision simulation design, Blake and Mouton's managerial grid is the most descriptive.[11] As in the above models, concern for people and concern for task are central to the grid. Mathematically, however, it is possible to represent and describe eighty-one leadership styles. This may be seen in the graph below:[12]

FIGURE 2

MANAGERIAL GRID


9
8
7
6
5
4
3
2
1
1,9 Management
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.
9,9 Management
Work accomplishment is from committed people; independence through a "common stake" in organization purpose leads to relationships of trust and respect.
5,5 Management
Adequate organization performance is possible through balancing the necessity to get out work while maintaining morale of people at a satisfactory level.
1,1 Management
Exertion of minimum effort to get required work done while sustaining organization membership.
9,1 Management
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
CONCERN FOR PEOPLE
1 2 3 4 5 6 7 8 9
CONCERN FOR PRODUCTION

As Sergiovanni and Starratt point out, the 5,5 administrator is the typical product of university programs designed to prepare teachers and principals for supervisory positions.[13] Presumably the decision strategy most often employed by the 5,5 principal is disjointed incrementalism. It is the ideal style for compromise and status quo maintenance.

The Principal Game implements the managerial grid substantively as a learning device and structurally as an organizing device. Thus, the individual incidents and the alternatives presented are interpretive reflections of Blake and Mouton's general descriptions of leadership styles. The interpretations evident in the game are those of the game designers and not of Blake and Mouton.

As illustrated on the grid, the game concentrates on five "pure" leadership styles--(1,1), (5,5), (1,9), (9,1), and (9,9). Blake and Mouton describe the (1,1) manager as one who engages in carrying out orders, making the rounds as unobtrusively as possible, avoiding conflict or confrontation, and occasionally, scapegoating.[14] For example, a (1,1) principal, overhearing a faculty room discussion on students' lack of respect for authority, would leave the room to avoid conflict in a pointless discussion.

The "middle of the road" manager (5,5) is characterized by Blake and Mouton as an "organization man". Although preferable to the (1,1), (9,1) and (1,9) managers, the (5,5) manager is flawed. Enough push is exerted to get the job done and avoid

low morale conditions, but the task and the means for completing it are generally defined by the manager. Likewise, subordinates tend to be manipulated or consulted in a perfunctory manner.[15] The decision is ultimately made by the manager.

A (5,5) principal, when faced with a similar "lack of respect" discussion, would seek a compromise. While generally agreeing that something needed to be done, the (5,5) principal would also suggest that teachers should try to understand the students' position. As a result, teachers receive the message that respect is important but so are students' feelings. The decision appears satisfactory, at least superficially. Upon closer analysis, however, its concilliatory nature emerges. On the positive side, the (5,5) principal has indicated some flexibility, a willingness to make a decision which takes several variables into account, and a desire to avoid unnecessary, disruptive conflict.

High concern for production and emphasis upon getting the job done are characteristic of the (9,1) task manager. This style resembles Mc Gregor's Theory X supervisor. Because of the low concern for the welfare of the people affected by decisions, production under task management may actually diminish.[16]

As might be expected, the (9,1) manager quickly develops the reputation for tough-mindedness, a hard-line approach to occasions for decisions, and an unwavering predisposition toward institutional goals.[17] Accountability, in terms of input-output, is a recurrent theme in intra-organizational communications.

The (9,1) principal, on the issue of student respect, would insist that teachers make it a high priority item in their classes. With less time spent on becoming "friends" with students, more time can be spent on demanding respect. Hence, students are "kept in line" and production increases. Human relations are not central to effective learning environments.

At the opposite extreme, the (1,9) "country club" manager seeks togetherness, strong interpersonal relations, and good feelings among subordinates. Unfortuantely, production and task accomplishment are generally sacrificed to maintain positive relationships.[18] Thus, institutional goals and policies become secondary to the shaping and sharing of the welfare value of affection.

In general, the (1,9) manager will employ a non-critical, warm approach in encouraging subordinates to accomplish tasks. Institutional goals are essential only as they promote a high level of satisfaction and security among members of the organization.[19] Decisions made must be acceptable to everyone involved, with emphasis upon maintaining allies at all levels of the organization.

The (1,9) principal, confronted with the discussion on student respect, would tactfully remind the teachers of the importance of classroom rapport and relaxed learning environments. Respect is gained through the formation of close relationships with the students. Rather than pushing students, lead them by example. Respect emerges as students perceive that the teachers

expect it. Most non-supporters would describe the (1,9) approach as "permissive".

The final "pure" managerial type identified by Mouton and Blake is the (9,9) "team manager".[20] Central to this approach is the recognition of the interdependent nature of the institution and all its members. Policy, goal, and value decisions reflect a shared concern for tasks to be accomplished and people affected by the decisions. Power is diffused somewhat, but the (9,9) manager is uniformly recognized as a strong leader.

This is accomplished primarily through skillful use and maintenance of systems of influence. Members of the organizational system realize that their suggestions may not only be sought, but implemented. Likewise, they realize the assumption of responsibility for implementation will usually rest with them. People are expected to complete tasks, but they are also expected to employ their creativity.[21] Conflict is neither avoided nor sought, but used as a method of promoting individual and institutional growth.

The (9,9) principal engaged in the discussion on student respect recognizes the importance of authority in the classroom. However, the nature of authority is not based upon coercive, reward, or legitimate uses of power. Nor is it based solely upon students' recognition of the teacher as expert. Rather it most often operates from a referent base.[22] That is, admiration and respect emerge as a function of performance and strong interpersonal relations. As such, it mirrors the (9,9) princi-

pal's leadership behavior.

The emergence of the (9,9) leader as the model of an effective political decision-maker in the school represents the "ideal" principal's behavior. Until now, this position has remained at the level of rhetoric. The translation of these principles into practice is the function of "middle range" theorizing.

SIMULATION GAMES AS MIDDLE-RANGE THEORY

Alice Gordon has written that "games provide, perhaps uniquely, the opportunity to deal with complex problems in extremely concrete ways."[23] Essentially, that is the goal of the Principal Game. Gauging the principal's leadership style and decision priorities necessitates unique methods for approximating the principal's level of awareness. An alternative decision simulation provides an additional research tool in this effort.

In theory, a simulation seeks to capture a segment of the players' environment. Although all simulations are not games, all serious games are simulations.[24] Decisions are inherent in games although some game designers assume that decision-making is a rational process carried out by purposeful decision-makers.[25] The assumption of rationality, however, creates problems in games where decision-making is open-ended.

An alternative decision simulation alleviates a portion of the problem of rationality in decision-making. By providing the players with the occasions for decision (the object system) and the alternative courses of action (forced choices), the game

designer is able to limit more effectively the players' options. Thus, systematic measurement of key variables (in this case leadership style) is possible.

Alternative decision-simulations can be used for a variety of object systems. In most cases, two goals are implicit in their structure. First, the designer seeks to increase the player's awareness of the range of alternatives available in a given occasion for decision. The purpose is educational in the sense that the alternatives are ranked qualitatively, usually with a point system. Hence, the player discovers that decisions which take a variety of factors into account receive a higher "payoff".

Second, in the course of the simulation the player becomes increasingly aware of his/her position relative to the "ideal" established by the game designer. By the game's end, each player has experienced an examination of self. In attempting to "psych out" the game, the player gives evidence that learning is taking place. The game's director (teacher, principal, superintendent, etc.) can observe the onset of this awareness, a phenomenon not possible with standardized tests, questionnaires, semantic differentials, etc. As a teaching/learning device, the alternative decision simulation affords numerous applications.[26]

Effective decision-making undergirds any successful organizational system. It transcends all other administrative behaviors.[27] Recognition of the principal's pivotal role in the decision-making process, effective utilization of influence and authority in

political decisions, and high concern for both people and tasks in school management represent the essential elements in the model of an "ideal" principal.

It has been pointed out in game theory that a model need not be completely realistic to open up novel ways of thinking about, and suggest new insights into, old and previously obscure questions and problems.[28] The Principal Game, as a first approximation in middle range theorizing, tests the efficacy of such a model.

The Development of the Game Itself

The initiative for the development of The Principal Game in its present form came from the National Association of Elementary School Principals. The organization had initiated a program aimed at developing new ways in which the role of principal could function to facilitate the development of more effective school programs through the initiation and support of the principal.

Several issues of the journal of the organization, The National Elementary Principal, carried articles focused specifically on this concern. This entire effort at improving the principal's role generally seemed aimed at fulfilling the need for "middle-range" theorizing described above, i.e. the translation of broad conceptual theory into workable styles of everyday professional practice. In short, the NAESP effort seemed most appropriate for the development of a simulation game such as The Principal Game.

Creative efforts rarely lend themselves to neat systematic development. However, a systematic review of how the various elements fit together to produce the final product may help clarify the usefulness of the simulation-game in its present form, and delineate those areas having potential for further development.

From its inception it was clear that The Principal Game would be developed for publication in The National Elementary Principal. This "given" led to the determination that a board format would be the most appropriate for the game. A graphically interesting game-board and materials would fit the magazine format and make the game more interesting to play.

The first major task that emerged in the development of The Principal Game for this format was to create interesting occasions for decisions and alternative solutions that would have at least internal and face validity, and hopefully external validity. The question of external validity was hedged for the moment because of the complexity of the object system (the principalship) being simplified for purposes of the game. While the authors are confident of the external validity of The Principal Game, solid evidence for this can only be developed after repeated play of the game has generated enough data for analysis.

Occasions for decisions were generated intuitively, based on the considerable public school background of the authors and administrative experience of their consultants, including William Wayson of the Faculty of Educational Development at Ohio

State University.[31]

As the incidents were generated, the dimensions of curriculum, organizational, and interpersonal emerged as natural categories for distinguishing among the incidents generated. Likewise, parents, teachers, students, and central office administrators emerged as key actors in the principal's world. The work of Richard Remy[32] served to round out the political dimensions of the variables included in each decision (see Figure 1 above).

Once each decision-situation was created, complete with key actors and political dimensions, constant reference was made to the Blake-Mouton Mangerial Grid theory to create realistic alternative decisions. Seeking to create alternatives that represented the five "pure" leadership styles, insured that game players would be systematically provided real alternatives.

In describing their notion of a leadership style characterized by disjointed incrementalism, Braybrooke and Lindblom[29] point out that alternatives and consequences omitted from consideration are often as important as those included. If a decision-maker never has a creative or radically different alternative presented to him, he will continue in his acceptance of the broad outlines of the existing situation. He will consider only minor changes in style in dealing with the situations he faces from day to day.

Because the clearly differentiated styles of the Managerial Grid were systematically built into the alternative decisions of the simulation-game, players repeatedly have as options decisions

representing clearly different styles of leadership. Included is the (9-9) team management option described as "ideal" by Blake-Mouton.[30] The presence of the ideal leadership decision option makes it possible in the play of the game for an individual to not only assess his present leadership style, but also to learn to make decisions which are theoretically ideal.

The second major task in the development of The Principal Game was working out the play of the game. This included creating a director's manual and a gameboard that promoted interest and involvement as well as being coherent and instructive.

The game as it appeared in The National Elementary Principal is included in the Appendix. The game materials were used in a modest variety of forms and some data is available on the usefulness of the materials and possible directions for future development. In published form, the game was played with a variety of school administrators and with graduate students in two graduate departments of Educational Administration. In order to give durability to the materials over repeated plays of the game, the foldout board and crisis cards were dry mounted and laminated, and permanent place markers were developed.

The Principal Game, as pointed out above, is work in progress, and was presented as such to all players of the game to date. Feedback was invited and noted after each play. The authors were encouraged to find the game to be playable and reasonably interesting in its present form. Participants found

that the decision situations were like those that occur in their personal educational settings, or could be reasonably expected to occur in the day to day experience of a working elementary school principal. Occasionally, hearing a decision-situation presented, a participant would say something like "That happened at our school this morning." One principal who played the game considered the game useful and valid enough to suggest that he wished to contact two or three fellow principals in his district to meet and play the game.

Another principal suggested that a similar game be developed for teachers, so that they could assess their own leadership styles. He felt that his staff would find an in-service program developed around such a game to be useful because "they want to know about things like that."

Some comments included suggestions on making the play of the game move more quickly. For example, the reading of the incidents by the game director slowed the action of the game more than anticipated. One player suggested revising the format of the board play so that each player would have a printed copy of the decision situation and choices in hand. Implemented, the suggestion should help make the game move more briskly.

A suggestion about mediating parts of the game would require major changes in format that would imply a "second generation" game. For example, a phone call from the superintendant or a frantic parent would be more realistic and emotionally engaging if it were presented aurally via audio tape. Or an incident could

be presented using video-tape recording, thereby including visual elements as well.

Expanded uses of the game requiring only minor adaptions of its present format were also suggested. For example, several game boards could be used in a normal sized class in Educational Administration for play by three or four at a time without a game director. The theories incorporated in the game would be revealed only after play had been completed. Participants would then be able to assess and clarify their own leadership styles.

Questions were raised regarding whether some decision choices distinguished clearly enough between the five Blake-Mouton "pure" styles of leadership. The authors are in the process of re-examining these incidents to insure their validity. From this start they are beginning to systematically address the question of external validity.

The Principal Game was also adapted for use with larger groups in a workshop for in-service elementary principals. For this application of the materials, five decision situations with their alternative solutions were chosen on the basis of their appropriateness to this particular workshop group. The incidents and the alternative decisions for each were distributed on standard sized sheets of paper. Each person made his or her own decision for each game situation. Then, groups were formed and a group decision was arrived at by consensus. Thus, each person responded to the situation as an individual and then was able to compare his or her response with other working-principals.

After the individuals and group decisions had been made, the basic format of the Blake-Mouton grid was explained in brief along with the "values" assigned to the alternative decisions for each situation. The use of an overhead projector was especially useful in demonstrating the function of the grid.

Hopefully, individuals could begin to clarify their own personal leadership style in terms of the Blake-Mouton grid theory. They could also possibly be provoked into self-examination that might either reinforce an already strong leadership style, or stimulate reflection that could lead to improving a mediocre leadership style.

Summary

The Principal Game represents an attempt to translate the broad theory of the Blake-Mouton managerial grid and abstract conceptualizations of ideal political behavior of elementary school principals into a workable style of "enlightened" school administration. This is conceived as "middle-range" theorizing, i.e. a middle ground between broader theory and the day to day in-service decision-making of the working principal.

An alternative decision simulation game provides a safe and simplified environment in which a participant may 1) increase his or her awareness of the nature of political decision making, 2) increase awareness of personal leadership style as manifested by political decisions, and 3) improve decision-making skills through the use of the simulation-game materials.

Analysis of feedback from a preliminary piloting of the

materials indicates that the simulation-game is playable and perceived as valid and useful by participants. Suggestions for improvements have been made, and additional uses for the basic game materials have been suggested.

1. David Braybrooke and Charles E. Lindblom, A Strategy of Decision, (Free Press: Glencoe, 1963), p.84

2. Frederick M. Wirt and Michael W. Kirst, "Curricular Decisions in the Political System," The Political Web of American Schools, (Boston: Little, Brown, and Co., 1972), p. 206

3. Ibid, p. 206

4. Ibid., p. 93

5. Richard Snyder, "Decision-Making and Problem Solving: Basic Aims, Questions, and Vocabulary", (Memorandum, Merahon Center: Columbus, Ohio, 1974), p. 12

6. Richard Remy, "A Framework for the Development of Instructional Packets," (Ohio Elementary School Political Education Project Working Paper, May 21, 1974: Mershon Center, Columbus, Ohio), p. 1

7. Ibid., p. 5

8. Ralph Gohring and Leigh Chiarelott, "The Principal Game", National Elementary Principal, November-December, 1975, pp. 41-56

9. Harold D. Lasswell and Abraham Kaplan, Power and Society, (New Haven: Yale University Press, 1950),pp. 55-56

10. Thomas J. Sergiovanni and Robert J. Starratt, Emerging Patterns of Supervision: Human Perspectives, (McGraw-Hill: New York, 1971) pp. 75-78, 80-81, and 33-36.

11. Ibid., p. 91

12. Ibid., p. 92

13. Ibid., p. 94

14. Robert R. Blake and Jane Srygley Mouton, "The Managerial Grid: Key Managerial Orientations for Obtaining Production Through People", (Reprint summary of key elements in Blake and Mouton's Managerial Grid, Gulf Publishing Co.: Houston, Texas, 1964), p. 19

15. Ibid., p. 13

16. Ibid., p. 5

17. Ibid., p. 7

18. Ibid., p. 8

19. Ibid., p. 9

20. Ibid., p. 19

21. Ibid., p. 21

22. Op. cit., Sergiovanni and Starratt, p. 43-45

23. Alice Kaplan Gordon, Games for Growth, (Science Research Associates, Inc.: Palo Alto, California, 1970), p.16

24. Ibid., p. 12

25. Steven J. Brams, Game Theory and Politics, (Free Press: New York, 1975), p. XV

26. For example, the alternative decision simulation, On Board, developed by Roger La Raus for the National School Board Association. It is used primarily to train newly-elected school board members.

27. The importance of improving decision-making in organizational systems is borne out by the proliferation of books on the topic. Some exemplary models are: The Quantitative Approach to Managerial Decisions, Leonard W. Hein, (Prentice-Hall Inc.: New Jersey, 1967); The New Science of Management Decision, Herbert A. Simon, (Harper and Row: New York, 1960); Administrative Decision-Making: A Heuristic Model, William J. Gore, (Wiley and Sons: New York, 1964); and Organizational Decision-Making, Marcus Alexis and Charles Z. Wilson, (Prentice-Hall: New Jersey, 1967).

28. Op. cit., Brams, p. XVI

29. Braybrook and Lindblom, p. 93

30. Blake-Mouton, pp. 19-21

31. William Wayson, "A New Kind of Principal," Volume 50, No. 4, February, 1971.

32. Remy, "A Framework for the Development of Instructional Packets," p. 1

APPENDIX

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THE PRINCIPAL GAME

RALPH J. GOHRING
LEIGH CHIARELOTT

A game may be quite a departure from Principal's *usual format, but we believe it is an appropriate and accessible way of simulating the many roles principals play and the varied situations they encounter in the course of a typical school year. Players will discover that in this game, as in life, the perfect solution does not always present itself. They will not necessarily agree on the "best" course of action in a given situation, and they may not always agree with what the authors have designated as best. We hope, however, that players will find the game as it is presented here—and additional situations they may create for it—a thought-provoking preservice or inservice exercise.*

The Editors

THE Principal Game is structured to follow events that an elementary school principal may encounter during a school year. Throughout the game, players will have to make interpersonal, curricular, and organizational decisions similar to those that a principal might make during a school year and summer. Certain months are more heavily weighted with some types of decisions than others. The situations involve four groups that often present the principal with occasions for decisions: parents, teachers, students, and central office administrators. The player is limited in his or her choices to those listed in the Game Director's Manual, but the decision should be based on the one that *most closely* resembles his or her own reaction to the situation. Although there are no definite right or wrong answers, some answers are more representative of an "ideal" principal than others.

(Although the game is structured around the Mouton-Blake Managerial Grid, it in no way seeks to imply that the decision choices are the same as those used by Mouton and Blake in their rating scale.)

DIRECTIONS FOR PLAY

1. Remove the game board from the magazine and spread it out on a table or on the floor. Also remove the Game Director's Manual, the crisis cards, and the sample score sheet. Duplicate the crisis cards, cut them apart, and place them, face down, on the area indicated on the game board. Duplicate enough copies of the score sheet so that there is one for each player.

2. Procure a die from another game, such as Monopoly or Clue, and enough markers (buttons or coins will do) so that there are two identical ones for each player.

3. The game may be played by up to six players, plus a nonplaying Game Director, who reads the situations and the decision choices from the manual and marks the players' score sheets. (Special directions for individual play are given below.)

4. After rolling the die to determine who goes first, the first player rolls the die and, beginning at "Start," moves one of his markers the number of spaces indicated on the die. After the player has landed on a square, the Game Director reads the appropriate situation from the manual and then reads each of the suggested decision choices for that situation. The player picks one decision choice, and the Game Director records the player's designated task points and people points on the score sheet and returns it to the player. (The player should not reveal the score to the others.) The next player then takes a turn.

5. When each player has made five decisions, the players total their task and people points. These totals are divided by five to obtain an average score, and the average for each column is entered in the appropriate box on the score sheet. Each player then places his or her second marker on the appropriate space on the managerial grid in the center of the board.

6. The players follow this procedure throughout the school year and summer. Each player could conceivably make up to twenty-five decisions per game. The game ends when all the players have completed the year. (However, in order to experience more of the situations, players may choose to go around the board more than once.) The markers on the managerial grid should have been moved after each five decisions throughout the game; at the end of the game they should indicate each player's position in relation to the "ideal" principal (9-9).

CRISIS CARDS

All principals face crisis situations sometime during the school year, and all principals, no matter how good or how bad they are at their jobs, will sometimes do something either completely right or completely wrong when faced with a crisis. A crisis can make or break a principal—and the outcome is often determined by factors completely out of the principal's control.

The crisis cards have been added to the game to introduce this element of chance. When a player lands on a crisis square, he or she draws a crisis card from the pile and reads aloud what crisis has just occurred. The card will also indicate how many points are to be added to or subtracted from the player's total score at the end of the game.

RULES FOR SCORING

1. The Game Director records the scores for all the players. The scores are averaged after each round of five moves per player, and markers are moved on the grid to represent the average scores.

2. Individual scores for each player are not announced, so that other players will not be tipped off as to "better" choices for each situation. Only the averages after each round are made public.

3. A low score for both the task and the people dimensions is 1. A high score is 9. Ideally, a 9-9 decision is considered best for a particular situation, while a 1-1 decision shows low concern for both task and people. A 1-9 decision shows high concern for people and good interpersonal relations, but low concern for task. A 9-1 score shows high concern for getting the job done, but low concern for people. A 5-5 decision shows a compromising attitude toward both people and tasks and usually indicates that the player has a moderate sense of accomplishment in both areas. A 9-9 decision represents what the "ideal" principal, according to the philosophy of this game, would do.

4. At the end of the game, each player totals his or her task points and people points for the entire game. Any crisis card points are added to or subtracted from the total. These totals are then divided by the number of the decisions made during the game, which gives an average for the game and determines the winner.

5. Scoring example:

Decision #	*Task Points*	*People Points*
1	5	5
2	1	9
3	9	1
4	9	9
5	9	1
	Total 33	25

Average: $\frac{33}{5} = 7$ $\frac{25}{5} = 5$
(closest whole number)

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Messrs. Gohring and Chiarelott developed this game for *Principal* while they were doctoral students at the College of Education, Ohio State University, Columbus, Ohio. The original design for the game board was executed by Jim Eichenberger.

WINNING THE GAME

The winner of the Principal Game is the player who *averages* the highest task *and* people points. For example, an average score of 7-8 is better than an average score of 9-6 or 6-9. Although the totals for these sets of scores are the same, balanced decisions are viewed as somewhat better than decisions that are consistently skewed in one direction or another.

INDIVIDUAL PLAY

The Principal Game is also designed to be used by a single player, in which case the Game Director's Manual is used as a programmed text. The individual player should cover up the score indicator beside each decision in the manual. Directions for play, rules for scoring, and general procedures remain the same as in competitive play. The only difference is that the individual player reads the decisions from the manual, makes his choice, and then uncovers the score indicators and checks to see how many task and people points he has gained with his choice. The individual player will probably not need to use the grid markers or the grid itself unless he needs more visual indicators than the score sheet.

GAME DIRECTOR'S MANUAL

1. The central office calls to tell you they are planning to transfer one of the four members of your successful language arts team because of the crowded conditions in a neighboring school.

You object strenuously, saying that, unless he wants to go, they will transfer him over your dead body. He is too valuable to your faculty. 9-9

You reluctantly tell the teacher and the team about the transfer. You realize that difficult decisions sometimes have to be made at the beginning of the year if the school system is going to get off to a good start. 5-5

You tell the teacher about the transfer and suggest a plan that will distribute the added responsibilities among your reduced staff. You realize that the central office has its reasons for the transfer. 9-1

You tell the central office that if they want to transfer the man, they will have to let him know themselves. He has put so much into your program that you will not be responsible for telling him he has to give it up. 1-1

2. A parent comes to your office to demand that her daughter be moved from Mr. Harvey's fourth-grade class to Ms. Goldberg's fourth-grade class.

You explain that the central office is against moving students around, but that you will pass her request on, if she wishes. 1-1

You give her a flat no and imply that the central office will back you up. You realize that shifting students around can be disruptive. 9-1

You hear her out and tell her you will talk with Mr. Harvey and Ms. Goldberg and make the decision you think best for her daughter. 5-5

You suggest a conference between Ms. Goldberg, Mr. Harvey, and the parent. You tell her that the decision must be made at the conference and that you will go along with whatever decision is made. 9-9

You hear her out, then talk to the two teachers and to the daughter. Based on your discussion, you try to arrange things so that as many of the people involved as possible will be satisfied. 1-9

3. Ms. Phipps comes to you after the classroom wall color is selected. She tells you she doesn't like it and that the father of a student in her room will provide paint for her students to paint her room.

You bluntly tell her that you and the council have made the decision and that she should stop getting upset over little matters. 9-1

You praise her initiative and give your OK. You tell the janitor and your council her plans so that they will understand. 1-9

You commend her idea, but explain how carefully the color selection was made. Perhaps next fall she can decorate her room in a creative way. 5-5

You suggest she has gone to a lot of unnecessary trouble and that it would probably be best to leave well enough alone. 1-1

You explain to her your policy of never having teachers ask permission to do something as long as they are clear on what they hope to accomplish by an action and are honestly willing to accept responsibility if things go wrong. 9-9

4. In spite of the fact that you have published guidelines about temperature and weather, a fifth-grade boy from Ms. Smith's class comes to your office for the second day in a row to ask if recess is inside or outside today.

You tell the boy and send him on his way. 1-1

You tell the boy and put a note in Ms. Smith's mailbox suggesting she should follow the published guidelines. 5-5

You tell the boy and see Ms. Smith to tell her to make her own decision about "in or out" because both her time and your time are better spent on more serious matters. 9-9

5. Ms. Hortence comes to you to complain about the sloppy work her aide is doing.

You hear her out, but figure this is something she could work out herself. 1-1

You suggest that she should talk to her aide herself. If she can offer constructive criticism to her students, she should be able to offer constructive criticism to an adult. 9-9

You call the aide in to talk to her about improving her sloppy work. 9-1

You call the aide in and very tactfully try to help her see how she might be better accepted by Ms. Hortence. 1-9

6. The new third-grade teacher, Mr. Williams, tells you that the reading books are terrible and cause more

problems than they are worth.

You tell him that they were just ordered last year, that Ms. Willis used them successfully, and that he should stop complaining and start teaching. 9-1

You sympathize with him, but explain that Ms. Willis just got the texts last year. He will just have to try his best with the materials he has. 5-5

You tell him to suggest some realistic alternative to using the texts in question, and that if his plan is OK, you will support it. 9-9

You sympathize with him because you realize how important it is for teachers to have good materials. You try to help him accept the awkward situation by stressing how highly you regard his ability to relate to students. 1-9

7. Your Advisory Cabinet suggests that you pass up the districtwide in-service program so that teachers can make home visits. Some teachers express fear about going into one neighborhood that has a high crime rate.

You insist that all teachers make home visits because you feel that parents and teachers must understand each other if the school is to serve the community. You will provide escorts for teachers who want them. 9-9

You make home visits optional. Those teachers not wishing to make them can go to the district meeting. 5-5

You tell those teachers who object to making home visits to take it up with the Advisory Cabinet. 1-1

8. A first-grade teacher comes to you in tears because she is afraid to visit some of her students' homes. She begs you to excuse her from this requirement.

You do. Anyone that upset should not be forced into doing anything. 1-9

You tell her you are sorry, but policy is policy. You are sure her fears are exaggerated. Three of your women teachers live in the area in question. 9-1

You insist she at least visit the homes of students in areas where she would feel safe, hoping that her fears will abate enough for her to make visits in the difficult area. 5-5

You let her vent her fears but tell her that you will be firm on this policy. However, you or another faculty member will escort her to homes she is afraid to visit. 9-9

9. The local university contacts you to ask if they can place a small team of students in your school to teach a ten-day mini-course on bicycle maintenance and safety.

You have enough problems without having five college students bringing bicycles into the school. You politely decline. 1-1

You see an opportunity for your students to have an enriching experience and for your school to meet its professional obligation in training new teachers. You agree to help set it up. 9-9

You agree, but stress that you want to see lesson plans and objectives before you will let the team work with your students. 9-1

You see this as a good chance for your students to get some contact with the world outside the school and get a break from regular classes. You agree. 1-9

You agree, but stress this is only on a trial basis. If it works out, it should be a good enrichment experience for your students. 5-5

10. For a half-day inservice program, the fifth-grade teachers ask your permission to canvass stores and businesses in the neighborhood to find resource people to come into the school.

You give reluctant permission and hope that they don't really come up with anything. God only knows who they'll be bringing into the school. 1-1

You tell them that they have a good idea, but that you would like to know about anyone coming into the school just so you can stay informed. 5-5

You reinforce their show of initiative by telling them how impressed you are with the idea. You wish them luck in finding resource people. 1-9

You review their itinerary and point out ways they can save time and be able to contact more people in the three hours they have. 9-1

11. There is strong evidence that pep pills are being sold in the school. Two teachers suggest a secret locker search.

You decide to let things ride, hoping the problem will disappear of its own accord. 1-1

You decide to try to identify a couple of strong suspects and then search their lockers. 5-5

You are appalled by the suggestion. You are not sure what action should be taken, but locker searches are definitely out. 1-9

You organize a search that night before word gets around that might tip off the culprits. 9-1

You rule out a locker search, but make it clear to all teachers that they have a responsibility to try to spot and identify the culprits. 9-9

12. A group of teachers proposes implementing a plan for elective mini-courses. They come to you to work out scheduling problems.

You tell them to concentrate on teaching the three Rs and not to worry about introducing new courses. 9-1

You suggest that the teachers try their idea on a small scale, so that disruption of an already hectic schedule will be minimal. 5-5

You encourage them to go ahead, but make it clear they are responsible for making the program work and justifying it if that should be necessary. 9-9

You hear them out, realize how confusing the program would be for the school schedule, and hope the idea dies a natural death. 1-1

You suggest that they go ahead with their plan. Teacher morale is crucial and, if nothing else, the students will get an interesting break from regular class work. 1-9

13. Ms. Adams asks your permission to contact the junior high and arrange for several students to tutor her students in reading.

You ignore the idea and hope she doesn't bring it up again, because you don't want older kids roaming around your school. 1-1

You tell her that she doesn't need to ask permission for things she can handle herself and to go ahead with arrangements. 9-9

You like the idea and call the junior high principal to make arrangements. 9-1

You like the idea and tell Ms. Adams how much you appreciate her initiative in trying to help her students. She should go ahead with plans. 1-9

You like the idea but suggest that she start a trial program first to see if it will work. 5-5

14. An advisory group of teachers, parents, and students reaches an impasse about what is to go on the wall outside the main office. You are forced to make the final decision. You decide on:

A Freedom Shrine, donated by the local American Legion, containing facsimiles of great documents from American history. 9-1

A large bulletin board to be filled with student work, K-6. 9-9

Reserving the space for work from the sixth-grade art classes—representing the "best" art of the school. 5-5

Leaving the wall blank since the group could not reach a decision. 1-1

Telling the group that since they can't reach consensus, they should pick their top three choices and present them to the entire school for a vote. 1-9

15. Your new first-grade teacher asks if she can try a change of approach in the reading program that involves using comic books, television, and films.

You suggest that it would probably be good for her to give the existing program a try for the year until she becomes fully familiar with it. 1-1

You are pleased to see that she is thinking creatively. If there are no evident problems, the change should be OK. 1-9

You go over the plan carefully with her. When you are sure the bugs have been worked out, you tell her to go ahead. 9-1

Since she is closest to the situation, she should be able to make a good enough judgment. You suggest she should let the other teachers know what she plans to do and be prepared to answer questions concerning it. 9-9

16. A teacher in the faculty room complains that students have no respect for authority anymore and suggests that a return to the days of stricter discipline would not be a bad idea.

You agree and suggest that teachers should spend more time demanding respect from students and less time trying to be their "friends." 9-1

You indicate that you think he has a point, but that the times have changed and so have the students. Trying to understand things from the students' viewpoint has a place, too. 5-5

You tell him that teachers can no longer exercise authority simply because of their position as teachers. Now teachers must earn the respect of their pupils. 9-9

You stress that in today's schools it is important for teachers and students to have good rapport and that a relaxed classroom atmosphere is part of this. 1-9

You quietly leave the faculty room so that you will not get involved in another useless discussion. 1-1

17. The fourth-grade teacher complains about the appearance of the proprietor of the local health food store who is speaking to the fifth-grade classes today. He has a beard and wears his hair in a pony tail.

You see the fifth-grade teachers and tell them that, although you support their program of using community resources, you would appreciate their keeping the values of other faculty members in mind when they invite speakers into the school. 5-5

You request that the fifth-grade teachers explain how the speaker fits into their program. They should be accountable for the purposes for which they bring people in. 9-1

You placate the fourth-grade teacher, explaining the benefits and importance of involving the community in school. 1-9

You suggest that she take her complaint directly to the fifth-grade teachers. You even offer to accompany her to help get the situation cleared up for all concerned. 9-9

You hear her out and sympathize with her but realize that the matter will run its course if you don't make an issue out of it. 1-1

18. A teacher decides to keep her whole class after school. A parent comes into your office to demand you release her son so that he can keep his orthodontist appointment.

You call the student out of the class and see the teacher privately to arrange a separate punishment for the student. 9-1

You intercede for the parent with the teacher and ask if she would be willing to arrange a separate punishment. Your tone of voice makes it clear she should not refuse. 5-5

You tell the parent her son will have to miss his appointment. If the class misbehaved, they must take the consequences. 9-1

You cover in the teacher's class for her while she and the mother decide what should be done. You make it clear that you will abide by whatever decision they reach. 9-9

19. Your council asks your opinion about the topic for an inservice program. Choose your recommendation.

No program—teachers work in their rooms on their own plans. 1-1

Improving Instruction. 9-1

Establishing an Atmosphere for Learning. 1-9

Individualizing Instruction. 9-9

Becoming a More Effective Teacher. 5-5

20. At a district principals' meeting, you overhear someone say that you "don't act like a principal." You suspect that the comment is in reference to your recent support of a parents' group in their complaint against the central office.

You consider their comment a high compliment. After all, even if the central office was upset, you have rarely seen parents so supportive and involved in what the students were doing. 9-9

You are shocked at their misunderstanding and resolve to try to take visible actions to indicate that you support rather than criticize the central office. 9-1

You enter their conversation as tactfully as possible and, in the course of the conversation, justify your position. 5-5

You enter their conversation as tactfully as possible and, by your remarks, try to show that you still professionally identify with them. 1-9

Continued on page 53

21. Noise in the halls has been increasing. So far your requests for teachers to supervise the halls have been ineffective. At the next faculty meeting, you:

Read the riot act and demand teachers do their duty. This kind of thing must be nipped in the bud. 9-1

Make another appeal, realizing teachers were hired to teach, not to be police officers. 1-9

Make it clear that everyone has a right to undisturbed classes and also an obligation to see that the halls are kept quiet so that that right can be assured. 9-9

Assign teachers to patrol the halls for portions of their free periods until the situation is back to normal. 5-5

Don't make an issue out of it. These things go in cycles anyway. 1-1

22. Mr. Arthur comes to you with an elaborate plan for having parents tutor children in your school.

It's "crazy" Arthur again. Last year it was having students plant a vegetable garden on the side lawn. The year before he wanted murals on the lobby walls. You listen semipolitely and figure he'll get the hint that you've had enough of his ideas. 1-1

Although he has had some outlandish ideas, this one sounds good. You suggest he try it on a limited basis first. If it works, it might be expanded. 5-5

"Crazy" Arthur has finally come up with a good idea. You thank him for submitting the plan, but turn it over to your efficient vice-principal to implement. 9-1

You realize he has a good idea, but is terrible at organizing anything. Nevertheless, you give him the go-ahead, hoping he will somehow muddle through. 1-9

You tell him he has a good idea but that you don't think he can pull it off by himself, and you call in your vice-principal to work with him. 9-9

23. The central office calls to tell you that three parents have complained about the interpersonal relations approach in the sixth-grade class. They say that the basics are being neglected, and they tell you to do something about it.

You call the teacher in and regretfully tell him that the central office is forcing you to have him change his program back to what he had before. 9-1

You call the teacher in and tell him he will have to defend his program to the School Board. You suggest that he clearly define his goals and marshal the support of parents and students. You offer to help him do this. 9-9

You call the teacher in and tell him about the complaint, but you say that the central office may not follow it up. You suggest a wait-and-see attitude. 1-1

You call the teacher in and suggest that the two of you work out some compromise program that might be acceptable to the central office and to the parents and students who support the new program. 5-5

You get on the phone to the parents to explain the situation. You attempt to maintain the present program by soothing emotions all around. 1-9

24. Because Jewish parents objected to last year's Christmas program, you cancel this year's. Eight parents from the "Keep Christ in Christmas Committee" of the First Baptist Church show up to demand an explanation.

You hear them out but hope that if you just let it ride, the issue will die naturally. 1-1

You hear them out, and as a result of their visit try to sketch out a "Celebration Around the World" program idea that includes Hanukkah. 5-5

You tell them that you doubt if there is much hope for a program because the central office is very sensitive to pressure from minority groups. 9-1

You ask if the group is willing to meet with some Jewish parents to see if they can suggest a program that would contribute to understanding between Christians and Jews in the school. 9-9

You try your best to make them understand that it is probably best for all concerned to avoid creating an issue that would upset people unnecessarily. 1-9

25. Driving by the school over the Christmas break, you notice a light on. Last year a teacher forgot to lock up, and you were called out of bed by the police to check on it. When you stop to investigate, you discover a teacher at work in his classroom.

You are impressed and pleased by his commitment to his students and the school. You let this come out in your conversation. 9-9

You kid him about his zealousness, conscious of the long extra hours you put in because of your duties. You feel that teachers should use their vacations for themselves, because they generally work overtime anyway. 1-9

You tell the teacher that you wish he would do his work at home, and to lock up when he leaves. 9-1

26. The termination of a government funded education program frees a medium-sized room. The kindergarten teachers, the language arts team, the third-grade teachers, and the custodian all ask that the open room be assigned to them.

You ask that each group submit a proposal by Friday on how it will use the room. Based on their proposals, you will assign the space. 9-1

You decide that whoever wants the space the most will probably move in and start using it. You decide to let the space go on a first come, first served basis. 1-1

You decide that rather than disappoint any of the groups, you will assign the room to the three teachers' groups on a rotating basis and find space somewhere else in the building for the janitor. 1-9

You arrange time for the four groups to meet. You tell them to decide among themselves which group will get the space and how the space will be used. You make it clear you will abide by their decision. 9-9

27. After five months of poor responses from students, the sixth-grade teacher tells his class he will let them decide what they want to do. They choose working on crafts. He sees this as a way to integrate reading, arithmetic, and science, and seeks your approval of the idea.

You tell him that the students may be putting one over on him. Of course they would rather do crafts than learn basics like math or reading. The syllabus was carefully planned to fill students' needs, and he should force the students, if necessary, to learn the basics. 9-1

You think his idea has some merit, but suggest he try it only one part of the week so that the students won't miss out on the basics. 5-5

You tell him you think the idea is a good one and he should try it. Students who are interested in what they are doing will probably learn better. 1-9

You tell him he does not need to ask your permission, since he is expected to be competent in his area. You tell him that he must be able to state what he is accomplishing, if asked, and be willing to accept the responsibility if things don't work out. 9-9

28. The office secretary tells you that, even though it is only February, there is less than two weeks' supply of ditto paper left. She says that the language arts team seems to be using an awful lot for their "Unipacks."

You inform the language arts team about the situation and tell them to be more careful about the amount of paper they use. Other classes need paper, too, and the limit of the budget has been reached. 9-1

You see the language arts team, tell them you support their efforts, but ask them to be a little more careful about the amount of paper they use. You are trying to restock, but you may be caught short. 5-5

You call the secretary at Central Supply who handles all orders and explain that an experimental classroom is using more paper than you expected. You ask her if she can hurry an order through so that the program will not suffer. 9-9

You decide to let things take their course and hit the central office with an emergency order when the time comes. 1-1

29. A math teacher comes to seek approval for a new independent study and small group approach he wishes to try in his class.

You tell him that the syllabus has worked well in the past and that changing it now, at midyear, may do more harm than good. 9-1

You tell him that last year the central office got very upset with people changing curriculum. His idea doesn't sound bad, but you would rather wait until the end of the year to consider it again. 1-1

You tell him that he is in charge in his own area. As long as he can justify what he is doing and is willing to accept responsibility for it, he should go ahead. 5-5

You suggest that he try the program with some classes on an experimental basis and then if it works there, it can be implemented across the board. 9-9

30. Mr. Wilson brings two fourth-grade boys into the office and tells you they have been extorting money from first and second graders.

You chew out the boys, figuring that a good scare will keep the incident from happening again. 1-1

You suspend the two boys immediately. This is a serious matter and must be nipped in the bud. 9-1

You listen to their side of the story and try to work toward a solution that will least hurt these boys and help them work back into regular class routine. 1-9

Once you are sure that there are witnesses to the extortion, you threaten dire consequences if a similar report should reach your desk again. You are willing to take whatever steps are necessary to stop intimidation. 9-9

31. A custodian complains because two teachers' classes have their desks "all over the place" and it is hard to clean.

You put a note in the teachers' mailboxes, explaining that they should keep their desks in order so that the custodian can clean their rooms. 9-1

You explain to the custodian that sometimes the teachers move their desks around so that their students can learn better, but you promise to say something to them about keeping their rooms more orderly. 5-5

You arrange for the two teachers and the custodian to meet after school to work out the problem. 9-9

You try to calm the custodian by listening to his complaint and by telling him that you will talk over the situation with the teachers so that everyone is satisfied with the solution. 1-9

32. The central office lets you know that textbook orders are due next month.

You contact the appropriate teachers to let them know about the deadline so that they can get their recommendations for textbook orders to you in time. 5-5

You ascertain how much textbook money is available to each teacher and ask your staff to submit requests for texts and materials to you. 9-9

You pass out books and materials to selected teachers with forms for them to fill out with their comments about the books. 9-1

So that all faculty members can have some input, you schedule a faculty workshop after school at which all available materials are displayed. Teachers are requested to fill out forms with their recommendations. 1-9

33. You are considering not renewing Ms. Harper's contract for next year. You have observed her class a sufficient number of times and have found that she is often unprepared and generally ineffective.

You decide to give her a contract anyway to avoid problems with the teachers' union. 1-1

You decide to put her on a probationary contract and work closely with her during the coming year. 1-9

You tell her that a decision will be made about renewing her contract in a conference with the superintendent. 5-5

You call her in and tell her that her contract will not be renewed because her teaching is ineffective. 9-1

34. Teacher evaluations are due in the central office by 30 April. You are running behind. You have not yet been able to observe all of the teachers.

Because of the pressures, you fill out the remaining forms without observing the classes. You feel you know enough about each teacher. 1-1

You make sure you at least put in an appearance in each teacher's class. You quietly concentrate on teachers you are not sure of. 5-5

You meet the deadline by giving the teachers you are not sure of the benefit of the doubt. At least the positive reinforcement will help. 1-9

You fill out the few forms you can, send them to the central office, and

tell them the rest will be coming as soon as you are able to finish observing and talking with your teachers. 9-9

You clear your schedule, observe each teacher for approximately twenty minutes, and schedule rotating conferences across the day. You meet the central office deadline. 9-1

35. Representatives of the Parents Advisory Council come to you to ask for a voice in hiring teachers. They want their representatives to sit in on interview sessions and to at least have veto power over who will be hired to teach their children.

Realizing the parents' group has never been really strong, you say that you will pass on their recommendation to the central office. You do, but you hope that you will never hear again from either the parents or the central office. 1-1

You explain to the parents how complicated and inefficient it would be for them to participate in the hiring procedure. Although their idea has merit, it is impossible to implement it without complicating a successfully functioning hiring procedure. 9-1

You jump at the chance to get parents involved in the hiring process. You work out a strategy with them for approaching the central office so that both you and they can have more input into hiring. 9-9

You encourage their interest but explain why it would be nearly impossible for them to participate in the hiring process. You explain how carefully the board screens its teachers and promise to arrange opportunities for them to meet next year's new teachers. 5-5

36. A delegation from Ms. Wright's sixth-grade earth science class comes to you with elaborate plans for a program to stimulate ecological awareness during Earth Week.

You politely suggest that they keep their celebration in their own classroom. You can just picture the clutter and confusion Earth Week would cause. 1-1

You suggest that they concentrate their efforts on their own classroom and put up a display in the cafeteria. 5-5

You realize how important it is for students to be enthusiastic about their school work. Things may get a little confusing during Earth Week, but this will be more than compensated by the excitement and involvement of the students. 1-9

You approve their idea, but you make it clear that Ms. Wright is responsible for seeing that things go smoothly. 9-1

37. The central office informs you that up to $50,000 may be allotted to your school for summer building repairs. They ask you for a list of recommendations in order of priority as soon as possible.

You decide to involve all your staff and students in the process and designate your council to act as a clearinghouse for the suggestions. 9-9

You sit down immediately and write up the list of improvements. You have been trying to get the School Board to take care of them for the last three years. 9-1

You spend the next week talking with as many faculty members as possible, trying to assess what their feelings are about the needs for physical improvements. 1-9

You call a meeting of your council and work out a list of recommendations with them. 5-5

38. The day after the third and fourth graders hang up their art papers in the halls, the fire marshal says that papers on the wall are a fire hazard and tells you to take them down.

You go to the teachers, say how much you appreciate their efforts, but ask them to take down the pictures. 9-1

You ignore the fire marshal and let the display stay up for a few days. If the students are to understand that this is their building, the work they produce in it deserves to be displayed. 1-9

You compromise and call special attention to the work by having grades one and two come out of their classes that afternoon to view it. Then you have it taken down after school. 5-5

39. Ms. Jones, a thirty-year teacher, tells you that Mr. Williams, who was just hired this year, took his fourth-grade students out into the schoolyard this afternoon to fly kites, which disturbed her class.

You tell her that you will see Mr. Williams immediately to make sure it doesn't happen again. 9-1

You suggest that she express her complaint directly to Mr. Williams. Then, if she still feels that the matter is unresolved, you will arrange a time when the three of you can talk it over. 9-9

You tell her that you will see Mr. Williams in order to find out what is going on. You will get back to her to let her know what happened. 5-5

You pacify Ms. Jones, appealing to her to be patient with and supportive of new teachers. 1-9

40. You run into Mr. Williams in the lunchroom and mention to him that Ms. Jones and Ms. Richtie have both complained about his fourth-grade students flying kites during class time. He explains that they had just finished making the kites and wanted to see the accomplishment of their work. He volunteers to see the two teachers to explain.

You say, "That sounds fine." 9-9

You say, "You should know better than to take your students outside when it might disturb other classes." 9-1

You say, "I was just checking. I'll let the other teachers know what the situation is." 5-5

You say, "Good, but be sure to see Ms. Jones and Ms. Richtie. Good rapport between our staff is important." 1-9

41. In response to your request, your six-teacher cabinet makes a number of recommendations for who will be on next year's cabinet and how the members will be chosen. You decide on the following method:

You choose all members from your teachers. 9-1

This year's cabinet chooses all members subject to your veto. 5-5

Students, parents, and teachers choose two representatives each. You choose an additional representative from each category. 1-9

Students choose all student representatives. Teachers choose all teacher representatives. Parents choose all parent representatives. 9-9

You decide not to have a cabinet next year. 1-1

42. Ms. Harvey, a teacher, comes to ask if the fourth-grade curriculum will be the same next year.

You tell her that it will be. 1-1

You tell her that it will be and that you are planning to have the fourth-grade teachers develop materials to make it work more effectively. 9-1

You tell her that it will be, unless she has some suggestions for improving it. 5-5

You tell her that you are not sure, but you are positive she could make whatever program is used work. 1-9

You ask her whether she thinks it should be continued—and ask if she has any specific suggestions for you to implement. 9-9

43. On 1 June, a teacher decides to organize a parents' meeting to plan field trips for next year. However, the only time he is able to schedule it is 8 July, one of the days school will be closed for the summer.

You arrange for him to have a key to the school that day. You are excited that the teacher would use his own time to plan something with parents for his students. 9-9

You suggest he call off the meeting. After all, teachers only get paid for nine months of the year anyway, and there should be time in the fall to plan field trips. 1-1

You tell him what a terrific idea he has and how pleased you are to see a faculty member so committed to the school, but you don't want to have to bother arranging to have the school opened for the meeting. 1-9

You tell him you are impressed with his dedication, but that it is impossible to have the meeting when the school is closed. You promise to help arrange a meeting in the fall. 5-5

44. The Bill of Rights for the school handbook submitted to you by your council begins: "A school belongs to the students. Students are responsible for what this school is. They must help see that no one (other students, teachers, visitors, principal, etc.) does anything to keep it from being a nice place in which people learn."

You tell them that this is so much idealistic gibberish and that the school would come apart if the students were given too much freedom. 9-1

You like the stress on the importance of the students, but you suggest that the council write into the Bill of Rights more emphasis on looking to teachers for guidance. 5-5

You tell them you like the entire Bill of Rights but that few people will probably even notice it in next year's handbook. 1-1

You like the statement and will suggest that all teachers make it the basis for their class orientations in the fall. 9-9

You plan to use the statement as the basis for programs and assemblies next year aimed at building community spirit in the school. 1-9

45. Grades are due on the morning of 15 June, the last day of school. It's 11 June, and you notice some teachers are already clearing off their bulletin boards and wrapping up their flags. The students are beginning to get restless.

You realize that this is only human and, since you do not wish to upset people this close to the end of the year, you might just as well let the year wind down. 1-9

You believe this is unprofessional behavior and use the faculty bulletin to encourage teachers to keep their classes going until the last minute. 5-5

You call a faculty meeting and tell teachers they are paid to teach and are expected to do so until the last minute of the last day. You make yourself conspicuous in the halls over the next few days. 9-1

You call a faculty meeting and point out that student behavior is going to hell and that you believe it's because many teachers have stopped teaching. You hear out any gripes, but insist on teaching up to and including the last day of school. 9-9

46. The custodian asks if he should throw out the cardboard boxes that Ms. Johnson used as room dividers. He says that they are now "beat-up and cluttering up the room."

This is as good a time as any to get rid of them. Maybe she'll take the hint. 9-1

You give the OK to pitch them, but slip a note in Ms. Johnson's mailbox so that she will understand that the cleaning had to be done. 5-5

You call her to find out. You remember how enthusiastic her students were about having them. 1-9

You tell him that, as the custodian, it is his responsibility to keep the rooms clean. He can use his own best judgment. 1-1

47. It's time you began planning the orientation program for the five new teachers who have been hired for the next year.

You plan a meeting at school where the new teachers will be given the materials they will need and meet with an experienced staff member who will show them around the school. 5-5

You plan a cookout at your house so that the new teachers can informally meet the staff members they will be working with. 1-9

You mail them curriculum guides, the school handbook, and their texts, and plan a carefully scheduled day when you will familiarize them with their responsibilities in the school. 9-1

After a brief meeting at the school to cover essentials, a parent and a current teacher show each new teacher around the school and the neighborhood so that the teacher gets a sense of the community as well as the school. 9-9

You schedule them to come to the regular before-school faculty meeting with your returning teachers. 1-1

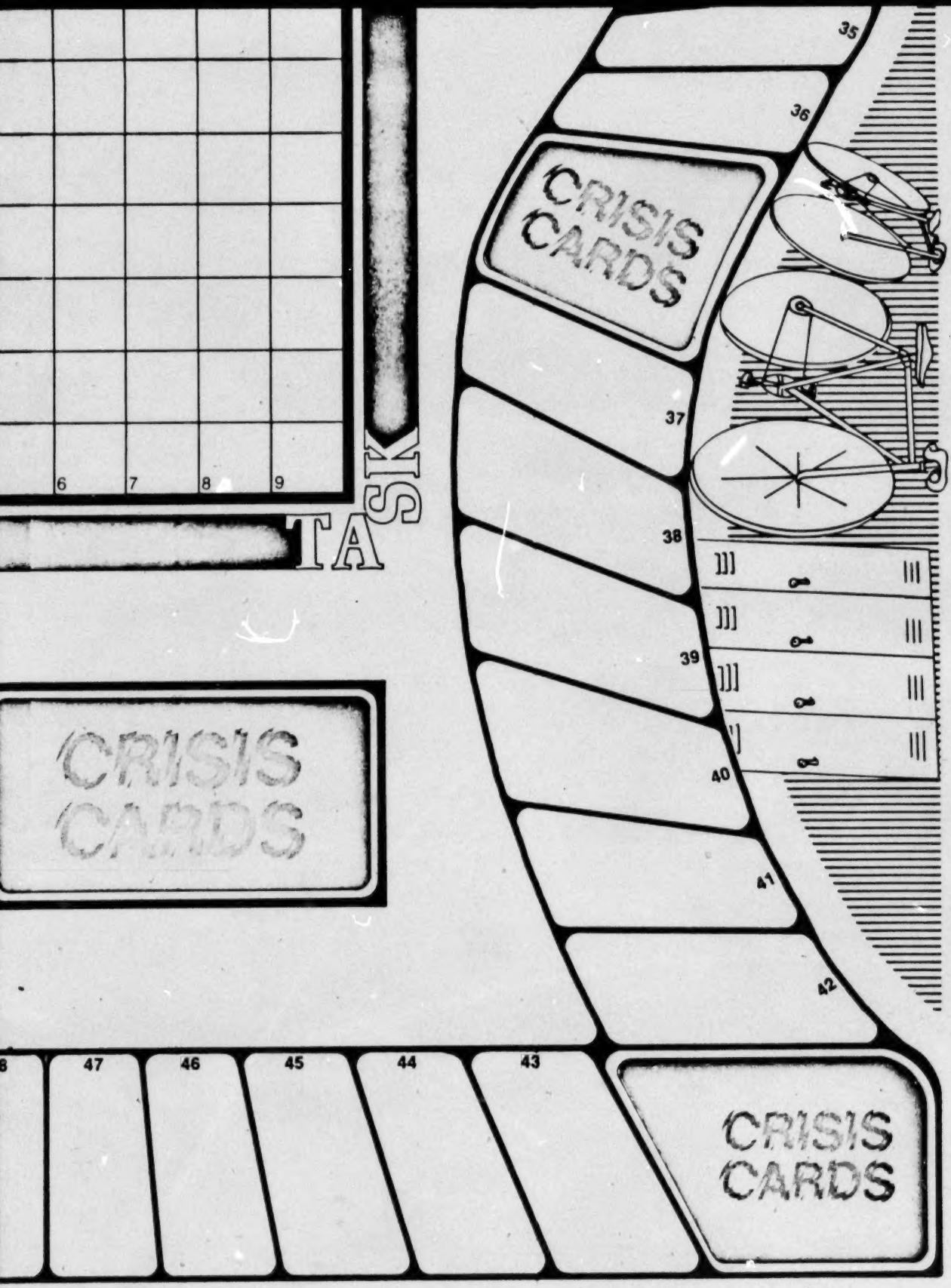
48. Ms. Willis, one of your third-grade teachers, becomes pregnant over the summer and decides on 21 August not to teach this coming year.

You call the central office and ask them to send a replacement as soon as possible. 1-1

You call the central office and ask them to set up interviews for you so you can select the new teacher. 9-1

You tell the other third-grade teachers to make a list of qualifications the new teacher should have. You call the central office and ask them to send candidates who fit those qualifications. 5-5

You have the other two third-grade teachers interview each of the candidates and make it clear that whoever they recommend will be hired. 9-9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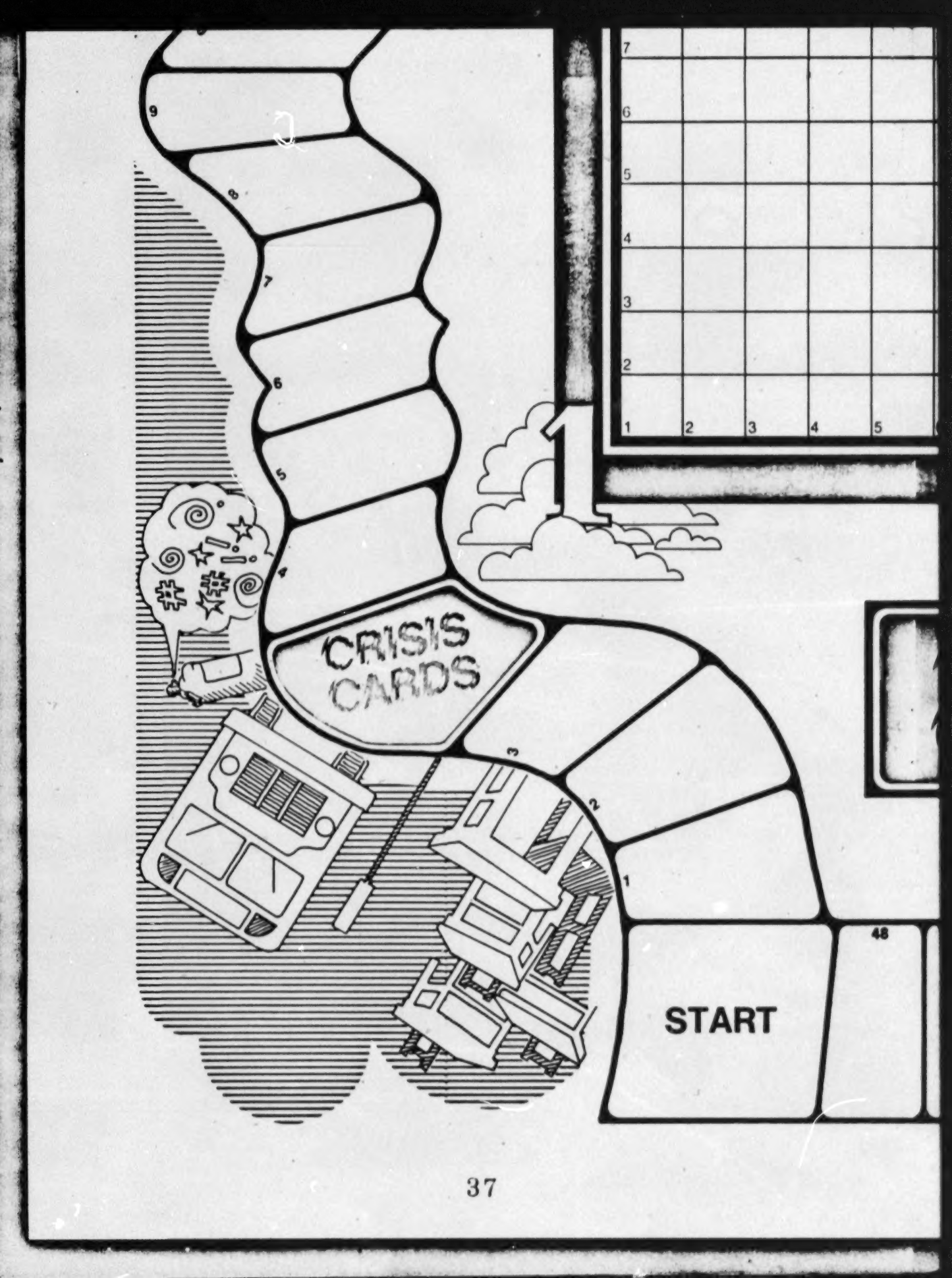
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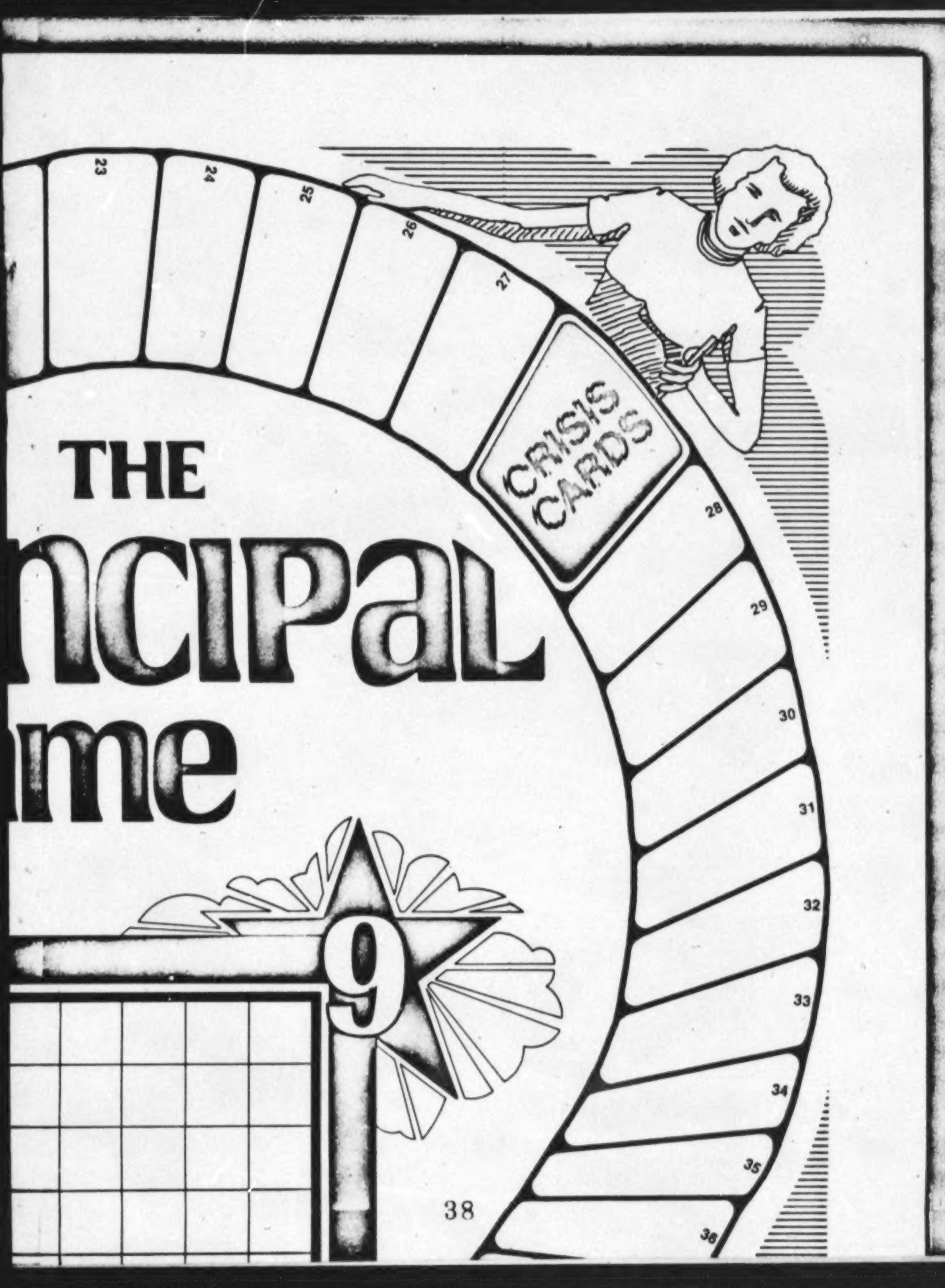
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CRISIS CARDS

An irate parent enters the school and attacks her child's teacher with a knife. The action you take in having her arrested causes negative reaction in the community.
—Lose 9 people points

Several students have been causing property damage to homes near one of the bus stops. You move the bus stop to a less populated area, and no further damage occurs.
—Gain 5 task points

One of your young male teachers is arrested while attending a drug party, and the story is printed in the local newspaper. You defend him, but the School Board dismisses him anyway.
—Lose 5 task points

The choice of paperback books by the sixth-grade language arts teacher comes under fire from two of the students' parents. You back the teacher, and the majority of the community agrees with you. The parents remain unconvinced.
—Lose 1 people point

A number of influential members of the community begin circulating petitions demanding that your contract not be renewed the following year. Your decision to involve the community more in curriculum planning meets with favorable reaction from these leaders.
—Gain 9 people points

After severely disciplining three boys for swearing at a teacher, you find the tires of your car slashed and an obscene word printed on the hood. The next day you suspend the boys for five days, but the parents take the case to the School Board, claiming the boys were denied due process.
—Lose 9 people points

A breakdown in contract negotiations prompts 70% of the teachers to decide to call in sick the following Monday. By organizing a school-community Job Exploration Day you manage to keep the school operating.
—Gain 9 task points

Because you are rushed to finish teacher evaluation, you spend only two hours in the class of a teacher whose dismissal you recommend. The teacher claims you have no substantiation because you viewed her class on two atypical days. The local teachers' organization backs her and hires a lawyer to defend her.
—Lose 9 task points

Two boys who were dismissed from the school basketball team for disciplinary reasons vandalize the trophy case. A meeting with the boys' parents, the school psychologist, and the coach results in the boys agreeing never to do it again.
—Gain 1 task point

Although a number of parent groups are pressuring you to drop the sex education program, you are determined to keep it going. You ignore the protests and institute an evaluation to prove that it is a good program.
—Gain 5 task points

Xerox this page for crisis cards and extra score sheets.

SAMPLE SCORE SHEET

Decision #	Task Points	People Points	
1	☐	☐	
2	☐	☐	
3	☐	☐	1-5 Average:
4	☐	☐	
5	☐	☐	Task ☐ People ☐
Total			
6	☐	☐	
7	☐	☐	
8	☐	☐	6-10 Average:
9	☐	☐	
10	☐	☐	Task ☐ People ☐
Total			
11	☐	☐	
12	☐	☐	
13	☐	☐	11-15 Average:
14	☐	☐	
15	☐	☐	Task ☐ People ☐
Total			
16	☐	☐	
17	☐	☐	
18	☐	☐	16-20 Average:
19	☐	☐	
20	☐	☐	Task ☐ People ☐
Total			
21	☐	☐	
22	☐	☐	
23	☐	☐	21-25 Average:
24	☐	☐	
25	☐	☐	Task ☐ People ☐
Total			

Total points for all decisions _____ Task _____ People
Total number of decisions made _____

Average score for Task _____
Average score for People _____ Plot these averages on the grid